



Lincolnshire Agreed Syllabus for Religious Education (2018-2023)

|               | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
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| <b>EYFS</b>   | <p><b>LAS Unit</b><br/>Myself<br/><i>[Introduce people who belong to a religious group]</i><br/><b>Key Vocab</b><br/>Christian<br/>Muslim<br/>Jew<br/>Hindu<br/>God</p> | <p><b>LAS Units</b><br/>Special people to me<br/><i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i><br/><b>Key Vocab</b><br/>Vicar<br/>Imam<br/>Rabbi<br/>Jesus<br/>Muhammad<br/>God</p> | <p><b>LAS Unit</b><br/>Our special books<br/><i>[Introduce stories from religions and important books for members of a religious group]</i><br/><b>Key Vocab</b><br/>Bible<br/>Qur’an<br/>Torah</p> | <p><b>LAS Unit</b><br/>Our special things<br/><i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i><br/><b>Key Vocab</b><br/>Cross<br/>Prayer beads<br/>Prayer mat</p> | <p><b>LAS Unit</b><br/>Our special places<br/><i>[Introduce places of worship, e.g. church, mosque]</i><br/><b>Key Vocab</b><br/>Church<br/>Mosque<br/>Synagogue</p>    | <p><b>LAS Unit</b><br/>Our beautiful world<br/><i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i><br/><b>Key Vocab</b><br/>Muslim<br/>Jew<br/>Hindu<br/>God<br/>Creation<br/>Care<br/>Responsibility<br/>Beautiful</p> |
| <b>Year 1</b> | <p><b>LAS Compulsory</b><br/>God – Christianity<br/><i>Believing</i><br/><i>[What do Christians learn and understand</i></p>  | <p><b>LAS Compulsory</b><br/>Community – Christianity<br/><i>Living</i><br/><i>[What do Christians do to express their beliefs?</i></p>  | <p><b>LAS Compulsory</b><br/>God – Islam<br/><i>Believing</i><br/><i>[How is Allah described in the Qur’an?</i></p>   | <p><b>LAS Compulsory</b><br/>Community – Islam<br/><i>Living</i><br/><i>[What do Muslims do to</i></p>  | <p><b>LAS Additional</b><br/><i>Places of worship</i><br/><i>Believing, Living, Thinking</i><br/><i>[Choose three key objects, features or symbols and look at:</i></p> |   |

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|        | <p><i>about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?]</i></p> <p>B1, B2<br/>T1, T3</p>   | <p><i>Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?]</i></p> <p>B2<br/>L2, L3, L4a, L4b<br/>T1, T3</p> | <p><i>What do Muslims learn about Allah and their faith through the Qur'an?]</i></p> <p>B1, B2<br/>T1, T3</p>  | <p><i>express their beliefs? Which celebrations are important to Muslims?]</i></p> <p>B2<br/>L2, L3, L4a, L4b<br/>T1, T3</p>   | <p><i>- what they tell us about beliefs about God/humans/the world around them<br/>- how they are used in practice – i.e. what impact they have on the community</i></p> <p><i>Must include at least one religion/worldview other than Christianity and Islam]</i></p> <p>B1, B2<br/>L1, L2, L3, L4a, L4b<br/>T1, T2, T3</p> |
| Year 2 | <p><b>LAS Compulsory</b><br/>Being Human – Islam<br/><i>Believing</i><br/>[What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</p> <p>B1, B2<br/>T1, T3</p> | <p><b>LAS Compulsory</b><br/>Life Journey – Islam<br/><i>Living</i><br/>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</p> <p>B2<br/>L3, L4a, L4b<br/>T1, T3</p>                                 | <p><b>LAS Compulsory</b><br/>Being Human – Christianity<br/><i>Believing</i><br/>[What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?]</p> <p>B1, B2<br/>T1, T3</p> | <p><b>LAS Compulsory</b><br/>Life Journey – Christianity<br/><i>Living</i><br/>[What do Christians do to celebrate birth? What does it mean and why does it matter to belong?]</p> <p>B2<br/>L3, L4a, L4b<br/>T1, T3</p> | <p><b>LAS Additional</b><br/><i>Thankfulness</i><br/><i>Believing, Living, Thinking</i><br/>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</p> <p>B1, B2<br/>L1, L2, L3, L4a, L4b<br/>T1, T3</p>                        |

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| <p><b>Year 3</b></p> | <p><b>LAS Compulsory</b><br/> God – Hinduism<br/> <i>Believing</i><br/> [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]<br/> B1, B2a<br/> T2, T3</p> | <p><b>LAS Compulsory</b><br/> God – Islam<br/> <i>Believing</i><br/> [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]<br/> B1, B2a<br/> T2, T3</p>  | <p><b>LAS Compulsory</b><br/> God – Christianity<br/> <i>Believing</i><br/> [How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus’ baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?]<br/> B1, B2a<br/> T2, T3</p>          | <p><b>LAS Additional</b><br/> Big Questions (including Christianity):<br/> What does it mean to live a good life?<br/> <i>Believing, Living, Thinking</i><br/> [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]<br/> B1, B2a<br/> L1, L2, L3, L4a, L4b<br/> T1, T2, T3</p>  |
| <p><b>Year 4</b></p> | <p><b>LAS Compulsory</b><br/> Community – Hinduism<br/> <i>Living</i><br/> [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration engage with/affect the</p>  | <p><b>LAS Compulsory</b><br/> Community – Islam<br/> <i>Living</i><br/> [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]<br/> B2a</p> | <p><b>LAS Compulsory</b><br/> Community – Christianity<br/> <i>Living</i><br/> [How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]<br/> B2a<br/> L1, L2, L3, L4a<br/> T2, T2</p> | <p><b>LAS Additional</b><br/> Pilgrimage (including Christianity)<br/> <i>Believing, Living, Thinking</i><br/> [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]<br/> B1, B2a<br/> L1, L2, L3, L4a, L4b<br/> T1, T2, T3</p> |

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|               | <p><i>natural world. Beliefs about creation and natural world]</i></p> <p>B2a<br/>L1, L2, L3, L4a<br/>T2, T2</p>  | <p>L1, L2, L3, L4a<br/>T2, T2</p>   |  |  |
| <b>Year 5</b> | <p>Being Human – Hinduism<br/><i>Believing</i><br/>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p> <p>B2a<br/>L2, L3<br/>T2, T3</p> | <p>Being Human – Islam<br/><i>Believing</i><br/>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p> <p>B2a<br/>L2, L3<br/>T2, T3</p> | <p>Being Human – Christianity<br/><i>Believing</i><br/>[In what ways does the Bible teach Christians to treat others? How is this expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p> <p>B2a<br/>L2, L3<br/>T2, T3</p> | <p><b>LAS Additional</b><br/>Expressing Beliefs through the Arts (including Christianity)<br/><i>Believing, Living, Thinking</i><br/>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</p> <p>B1, B2a, B2b<br/>L1, L2, L3, L4a, L4b<br/>T1, T2, T3</p> |

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| <p><b>Year 6</b></p> | <p><b>LAS Compulsory</b><br/> Life Journey – Christianity<br/> <i>Living</i><br/> <i>[How do Christians show they belong? Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p>B1, B2a, B2b<br/> L2, L3, L4a, L4b<br/> T1</p> | <p><b>LAS Compulsory</b><br/> Life Journey – Hinduism/Islam<br/> <i>Living</i><br/> <i>[Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p>B1, B2a, B2b<br/> L2, L3, L4a, L4b<br/> T1</p> | <p><b>LAS Additional</b><br/> Unit Designed by the School (<i>including Christianity</i>):<br/> Do you have to believe in God to be good?<br/> <i>Believing, Living, Thinking</i><br/> <i>[Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good]</i></p> <p>B1, B2a, B2b<br/> L1, L2, L3, L4a, L4b<br/> T1, T2, T3</p> |
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Consider delivering LAS units through the structure of *Believing, Thinking and Living*. This will help provide consistency for monitoring progress and standards.